



Spring 2001 Released Test

(Supplemental Information)

End of Course

*English: Reading
Literature and Research*

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Introducing the Virginia Standards of Learning

English: Reading/Literature and Research

One of the complete test forms from the Spring 2001 Standards of Learning administration is presented in the following pages. The intent of this released test is to provide parents and teachers additional information to accompany the Student Performance Report and/or the Parent Report.

The information accompanying each test question is broken into several components:

Reporting Category: Matches the score report and allows for identification of strengths and weaknesses indicated by student scores.

Standard of Learning: Presents the SOL used in developing the assessment question.

Instruction: Provides information for teachers to use as the SOL is incorporated into instruction.

The answer to each question can be found at the back of the booklet.

RELEASED ▼ SELECTION

Francis F. Highgate Scholarship

Tel. 1-800-727-0807 • Fax 1-800-727-6811

[illegible][illegible]

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[illegible][illegible]

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[illegible]

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Point Average

Average

9. Insert the two-digit code for the course of study you wish to pursue.

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10. Applicant Income						
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11. Number of Exemptions		
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12. Parent/Guardian Income

--	--	--	--	--	--	--

13. Total Number of Exemptions

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All information provided by me is true and complete to the best of my knowledge. I consent to the verification of any statement and realize that this could include submitting copies of income tax returns. Refusal to submit such substantiation could result in disqualification.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Before Sending This Form: Check your form for completeness and accuracy, making certain that all necessary signatures appear. Do not include worksheets, resumes, transcripts, tax forms or any other extra materials with this form. Any further documentation needed will be requested at a later date.

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Reporting Category: Understand a Variety of Printed Materials

A. Standard of Learning: 9.4 The student will read and analyze a variety of print materials.

d) Identify questions not answered by a selected text.

Builds On: The development of questions for selected text begins with the fourth grade SOL for Reading/Literature and Research.

A

1 The form does *not* ask for information about —

- A your extracurricular activities
- B your age
- C when you will graduate from high school
- D the schools you have attended

Instruction: Provide opportunities for students to examine and complete a variety of application forms.

B. Standard of Learning: 11.4 The student will read a variety of print material.

b) Read and follow directions to complete an application for college admission, a scholarship, or for employment.

Builds On: The study of technical text begins with the seventh grade SOL for writing.

B

2 For which item might “0” (zero) be an appropriate response?

- F 1
- G 5
- H 8
- J 11

3 To complete the section labeled “Program of Study,” you will need —

- A your Social Security card
- B your driver’s license
- C a letter from your school counselor
- D a list supplied by Highgate University

Instruction: Provide opportunities for students to examine and complete a variety of application forms including college admission, scholarship, or employment.

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A. Standard of Learning: 11.4 The student will read a variety of print material.

b) Read and follow directions to complete an application for college admission, a scholarship, or for employment.

Builds On: The use of titles, subtitles, and headings begins with the second grade SOL for Reading/Literature and Research.

A

4 In the section labeled “Program of Study,” you should indicate —

- F what your grade point average in high school is
- G what you are interested in studying in college
- H which courses you enjoyed most in high school
- J additional information that you would like the university to send to you

5 The section labeled “Household Information” has to do with your family’s —

- A finances
- B education
- C residence
- D employment

6 The section labeled “Affirmations” is written to —

- F convince you to attend the university
- G allow officials to check your academic record
- H guarantee the information you have supplied
- J give you information about the university

7 Before sending the form, you should make sure that —

- A you have enclosed a resume
- B your high school principal has signed the form
- C all parts of the form have been completed
- D a photocopy of your high school transcript has been attached

Instruction: Provide opportunities for students to examine and complete a variety of application forms.

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A. Standard of Learning: 11.4 The student will read a variety of print material.

d) Extend general and specialized vocabularies for reading and writing.

Builds On: The study of context clues begins with the third grade SOL for Reading/Literature and Research. The study of prefixes and suffixes begins with the second grade SOL for Reading. The study of technical vocabulary begins with the seventh grade SOL for Reading/Literature and Research.

A

8 In the last section on the form, the word substantiation means —

- F** authority
- G** proof
- H** fees
- J** signatures

Instruction: Provide students with opportunities to substitute synonyms for technical vocabulary and to paraphrase a variety of texts.

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RELEASED ▼ SELECTION

Directions: Read the research paper and answer the questions that follow.

Martin 1

Yasmina Martin
Mr. Nicholson
English II
22 May 1998

Gulliver's Travels: Fun or Fury?

- 1 Since *Gulliver's Travels* was published in 1726, it has been read in three different ways: as a factual account, as an entertaining children's story, and as a scathing satire of the human race. The novel tells of a voyager who, through shipwrecks and other misadventures, becomes acquainted with several different societies. On the surface, it is a tale of adventure. Jonathan Swift's intentions when he wrote the book, however, were "not to entertain but to vex the reader" (Helmswood 32).
- 2 A modern reader of *Gulliver's Travels* might wonder how anyone could ever have accepted its events and characters as true. When the novel was first published, however, Swift's name was not mentioned due to the book's satirical content. The original title page read as follows: "Travels into several remote Nations of the World, by Lemuel Gulliver" (Fairley 59). This and the first-person narration led many readers to believe that the travel accounts were being presented as fact.
- 3 Viewed in its historical context, furthermore, this misconception is understandable. The book came out during an era of exploration. Europeans were learning about the rest of the world from the accounts of explorers who had journeyed to places as divergent as Africa, Asia, and the Americas. Even the most accurate accounts from these lands were amazing to Europeans who had been familiar only with their own way of life. It is not unusual, then, that many readers took *Gulliver's Travels* at face value. "One sea captain added to this erroneous perception when he claimed to be personally acquainted with Captain Gulliver himself" (Rialto 44). There were also some readers who thought the author was simply "given to hyperbole" (46). While condemning the book because of the author's tendency to stretch the truth, these readers still believed the account to be fundamentally factual.
- 4 Later, *Gulliver's Travels* became one of the best-known children's stories of all time. Through the centuries, many abridged and illustrated versions of the book have been created. Parts of the story have also been presented in film versions, most recently as a television mini-series with Ted Danson in the title role. The events and societies created by Swift in this highly imaginative, colorful tale lend themselves well to these kinds of presentations. When the original, unabridged novel is considered, though, these enchanting tales reveal the author's satirical intent.
- 5 The first society encountered by Lemuel Gulliver is the Lilliputians, a race of tiny people. After finding him shipwrecked on their shores, the diminutive beings go to great lengths to imprison the "Man Mountain." Eventually, he earns their trust and is allowed to be free as long as he adheres to nine laws designed primarily to ensure their safety. For example, the Fourth Article states that he "shall take the utmost care not to trample

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Martin 2

upon the bodies of any of our loving subjects, their horses, or carriages; nor take any of our subjects into his hands, without their own consent" (Swift 30). Hundreds of tailors, seamstresses, cooks, and waiters are provided to sew his clothes and prepare and serve his food. It would seem that the Lilliputians are helpful, generous, and obliging – perfect heroes for a children's story.

- 6 Upon closer inspection, however, the apparent charm of the Lilliputians diminishes. They use capital punishment freely, putting people to death for crimes such as ingratitude (48). They provide little love for children, allowing their parents to see them only twice a year (50). They are at war with the inhabitants of the neighboring island, Blefescu, because the Blefescudians break their eggs at the big end and the Lilliputians break theirs at the small end.
- 7 Swift, who was born in Ireland (England's neighboring island), was satirizing the British king, court, and society in his portrayal of the Lilliputians. In *Gulliver's Travels* he also satirizes other aspects of humanity and its foibles. For example, a society of out-of-touch scientists and philosophers lives on a floating island. In another land, civilized horses have domesticated a race of savage humans called Yahoos.
- 8 Clearly, Swift's view of humans was bitter and unfavorable. Nevertheless, he presented our follies and cruelties in such a creative way that *Gulliver's Travels* will continue to delight and fascinate readers of all ages.

Works Cited

- Fairley, Matthew. *Jonathan Swift*. New York: Gemstone, 1986.
- Helmswood, Fern. "The Satirical Works of Jonathan Swift." *Understanding Literature* 17 January 1995: 31-34.
- Rialto, Bettina. "They Believed in Gulliver." *Fact and Fiction* 6 June 1996: 43+.
- Swift, Jonathan. *Gulliver's Travels*. New York: Washington, 1969.

Due to space constraints, some of the specifications of the style manual used (such as double-spacing and a separate page for citing works) have not been followed in this paper.

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Course

A. Standard of Learning: 9.4 The student will read and analyze a variety of print materials.

a) Identify a hypothesis to be confirmed, disproved, or modified.

Builds On: Work with author's purpose begins with the fourth grade SOL for Reading/Literature and Research.

A

9 In this report, which question does Yasmina seek to answer?

- A Did Jonathan Swift actually spend much of his life traveling?
- B What were Swift's intentions when he wrote *Gulliver's Travels*?
- C How can an author make people believe that fictional events are true?
- D Was Lemuel Gulliver a real voyager or a fictional character?

Instruction: Provide opportunities for students to formulate questions based on a variety of texts. Provide students an opportunity to write a research paper and state their purpose for writing during the process.

B. Standard of Learning: 9.4 The student will read and analyze a variety of print materials.

b) Evaluate clarity and accuracy of information.

Builds On: Evaluating and synthesizing information begins with the fourth grade SOL for Reading/Literature and Research.

B

10 Which one of these would *best* help the reader evaluate the accuracy of the information in this report?

- F Reading a biography of Jonathan Swift
- G Writing an original work of satire
- H Rereading the paper several times
- J Checking the source pages cited

Instruction: Provide opportunities for students to check the accuracy of information in a variety of texts.

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A. Standard of Learning: 11.4 The student will read a variety of print material.

d) Extend general and specialized vocabularies for reading and writing.

Builds On: The study of technical literary terms begins with the seventh grade SOL for Reading/Literature and Research.

- A** 11 In paragraph 3 of this report, the word hyperbole means —
- A independence
 - B criticism
 - C exaggeration
 - D prosperity

Instruction: Provide students with opportunities to determine the meaning of a word based on its usage in a paragraph. Provide many opportunities for students to recognize, label, and use figurative language.

B. Standard of Learning: 11.4 The student will read a variety of print material.

e) Generalize ideas from selections to make predictions about other texts.

Builds On: Comparisons of information in different selections begins with the sixth grade SOL for Reading/Literature and Research.

- B** 12 Articles similar to those cited in this report would *most* likely be found in which one of these magazines?
- F *Literature and History*
 - G *Current Political Issues*
 - H *International Travel*
 - J *Writing for Children*

Instruction: Provide students with opportunities to examine periodicals and to categorize selections based on their content.

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Reporting Category: Locate and Use Information From a Variety of Resource Materials

A. Standard of Learning: 9.7 The student will credit the sources of both quoted and paraphrased ideas.

b) Distinguish one's own ideas from information created or discovered by others.

Builds On: Crediting secondary research sources begins with the fifth grade SOL in Reading/Literature and Research.

A

13 Read the following selection from page 37 of Fairley's book, *Jonathan Swift*.

"One of Swift's most brilliant works is one which he never intended for publication: *Journals to Stella*, a series of letters in which he recounted his daily events to the woman he loved."

Which of the following would be considered correct documentation of this selection?

- A** One of Swift's most brilliant works is one which he never intended for publication: *Journals to Stella*, a series of letters in which he recounted his daily events to the woman he loved. (Fairley, *Jonathan Swift*, p. 37)
- B** *Journals to Stella* is a series of letters in which Swift recounted his daily events to the woman he loved. It is "one of his most brilliant works" (Fairley 37).
- C** According to Matthew Fairley, "One of Swift's most brilliant works is one which he never intended for publication: *Journals to Stella*, a series of letters in which he recounted his daily events to the woman he loved" (37).
- D** "One of Swift's most brilliant works is one which he never intended for publication: *Journals to Stella*, a series of letters in which he recounted his daily events to the woman he loved."

Instruction: Provide students with opportunities to use a quotation in print and to cite it correctly using a style manual.

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End
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A. Standard of Learning: 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

a) Narrow a topic.

Builds On: Grouping related ideas begins with the third grade SOL in Reading/Literature and Research.

- A** 14 Which of these could be used as a heading for the second and third paragraphs of this report?
- F *Gulliver's Travels* First Accepted as Truth
 - G How to Read *Gulliver's Travels*
 - H The Renowned Author of *Gulliver's Travels*
 - J *Gulliver's Travels*: A Charming Story for Children

Instruction: Provide students with opportunities to notice and write subheadings for sections of an expository or informational text.

B. Standard of Learning: 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

b) Develop a plan for research.

Builds On: Choosing an appropriate source of information begins with the third grade SOL for Reading/Literature and Research.

- B** 15 If Yasmina wanted to learn about other satirical works by Jonathan Swift, she should read the cited source written by —
- A Bettina Rialto
 - B Jonathan Swift
 - C Fern Helmswood
 - D Ted Danson

Instruction: Provide students opportunities to read bibliographies and choose which entries would provide appropriate information for a specific topic.

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End
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A. Standard of Learning: 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

c) Collect information to support a thesis.

Builds On: Evaluating and synthesizing information begins with the fourth grade SOL in Reading/Literature and Research.

- A** 16 Which information from the report supports the idea that *Gulliver's Travels* is an entertaining children's story despite the satirical intent of its author?
- F Many readers condemned the author for not adhering strictly to the facts.
 - G When the original, unabridged novel is considered, it is clear that the book ridicules human folly.
 - H Upon closer inspection, the apparent charm of the characters diminishes.
 - J The events and characters in the book create an imaginative, colorful tale of adventure.

Instruction: Provide students with opportunities to identify supporting information for a given thesis. Provide students opportunities to write a thesis statement and support it with information found in resources.

B. Standard of Learning: 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

d) Evaluate quality and accuracy of information.

Builds On: Evaluating information begins with the fourth grade SOL in Reading/Literature and Research.

- B** 17 Yasmina included enough information in this report to show that —
- A Jonathan Swift enjoyed writing primarily for children
 - B readers now know that *Gulliver's Travels* is purely fictional
 - C Jonathan Swift spent his entire life in Ireland
 - D people are encouraged to travel by reading *Gulliver's Travels*

Instruction: Provide students opportunities to state a conclusion based on reading a text and identify the supporting information.

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RELEASED ▼ SELECTION

Directions: Read the passage and answer the questions that follow.

from *Nature*

Ralph Waldo Emerson

- 1 To go into solitude, a man needs to retire as much from his chamber as from society. I am not solitary whilst I read and write, though nobody is with me. But if a man would be alone, let him look at the stars.
- 2 The stars awaken a certain reverence, because though always present, they are inaccessible; but all natural objects make a kindred impression, when the mind is open to their influence. Nature never wears a mean appearance. Neither does the wisest man extort her secret, and lose his curiosity by finding out all her perfection. Nature never became a toy to a wise spirit. The flowers, the animals, the mountains, reflected the wisdom of his best hour, as much as they had delighted the simplicity of his childhood.
- 3 To speak truly, few adult persons can see nature. Most persons do not see the sun. At least they have a very superficial seeing. The sun illuminates only the eye of the man, but shines into the eye and the heart of the child. The lover of nature is he whose inward and outward senses are still truly adjusted to each other; who has retained the spirit of infancy even into the era of manhood. His intercourse with heaven and earth becomes part of his daily food. In the presence of nature a wild delight runs through the man, in spite of real sorrows. Nature says, — he is my creature, and maugre [in spite of] all his impertinent griefs, he shall be glad with me. Not the sun or the summer alone, but every hour and season yields its tribute of delight; for every hour and change corresponds to and authorizes a different state of the mind, from breathless noon to grimmest midnight. Nature is a setting that fits equally well a comic or a mourning piece. In good health, the air is a cordial of incredible virtue.
- 4 Crossing a bare common, in snow puddles, at twilight, under a clouded sky, without having in my thoughts any occurrence of special good fortune, I have enjoyed a perfect exhilaration. I am glad to the brink of fear. In the woods, too, a man casts off his years, as the snake his slough, and at what period soever of life is always a child. In the woods is perpetual youth. Within these plantations of God, a decorum and sanctity reign, a perennial festival is dressed, and the guest sees not how he should tire of them in a thousand years. In the woods, we return to reason and faith. There I feel that nothing can befall me in life,—no disgrace, no calamity (leaving me my eyes), which nature cannot repair. Standing on the bare ground,—my head bathed by the blithe air and uplifted into infinite space,—all mean egotism vanishes. I become a transparent eyeball; I am nothing; I see all; the currents of the Universal Being circulate through me; I am part or parcel of God. The name of the nearest friend sounds then foreign and accidental: to be brothers, to be acquaintances, master or servant, is then a trifle and a disturbance. I am the lover of uncontained and immortal beauty. In the wilderness, I find something more dear and connate than in streets or villages. In the tranquil landscape, and especially in the distant line of the horizon, man beholds somewhat as beautiful as his own nature.
- 5 Yet it is certain that the power to produce this delight does not reside in nature, but in man, or in a harmony of both. It is necessary to use these pleasures with great temperance. For nature is not always tricked in holiday attire, but the same scene which yesterday breathed perfume and glittered as for the frolic of the nymphs is overspread with melancholy to-day. Nature always wears the colors of the spirit.
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End
of
Course

Reporting Category: Understand the Elements of Literature

A. Standard of Learning: 9.3 The student will read and analyze a variety of literature.

b) Use literary terms in describing and analyzing selections.

Builds On: The study of figurative language begins with the seventh grade SOL for Reading/Literature and Research.

A

18 “Nature never wears a mean appearance” is an example of —

- F metaphor
- G irony
- H symbolism
- J personification

19 Which of the following is an example of a simile?

- A Paragraph 2 – “Nature never became a toy to a wise spirit.”
- B Paragraph 4 – “... a man casts off his years, as the snake his slough, ...”
- C Paragraph 4 – “... the currents of the Universal Being circulate through me; ...”
- D Paragraph 4 – “I am the lover of uncontained and immortal beauty.”

Instruction: Provide opportunities for students to recognize, label, and use figurative language in reading and writing of poetry and prose.

B. Standard of Learning: 9.3 The student will read and analyze a variety of literature.

c) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

Builds On: The study of point of view begins with the sixth grade SOL for Reading/Literature and Research.

B

20 From which point of view is this selection written?

- F First person
- G Third person, limited to Emerson
- H Third person, limited to Nature
- J Omniscient

Instruction: Provide opportunities for students to recognize and label points of view in narration. Provide opportunities for students to rewrite a piece from a different point of view.

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A. Standard of Learning: 9.3 The student will read and analyze a variety of literature.

e) Describe the use of images and sounds to elicit the reader's emotions.

Builds On: The study of imagery begins with the fourth grade SOL for Reading/Literature and Research.

- A** 21 At the end of paragraph 2, Emerson elicits a feeling of nostalgia in the reader through his use of —
- A foreshadowing
 - B logic
 - C sarcasm
 - D imagery

Instruction: Provide students with opportunities to recognize, label, and use sensory images in reading and writing.

B. Standard of Learning: 11.3 The student will read and analyze relationships among American literature, history, and culture.

b) Describe the development of American literature in the 17th, 18th, 19th, and 20th centuries.

Builds On: The study of characteristics of genres and literary periods begins with the third grade SOL for Reading/Literature and Research.

- | | |
|--|---|
| <p>B 22 Emerson was an influential spokesperson for a group of nineteenth-century American writers known as —</p> <ul style="list-style-type: none"> F Transcendentalists G Realists H Puritan Reformists J Expatriates | <p>23 All of the following tenets of the Age of Romanticism in American literature are present in this selection <i>except</i> —</p> <ul style="list-style-type: none"> A to know nature is to know God B it is the nature of mankind to desire evil C imagination is valued above reason D the world is seen as idealistic rather than realistic |
|--|---|

Instruction: Provide opportunities for students to analyze and generalize about genres, groups of authors, trends, and periods in American Literature.

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*End
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A. Standard of Learning: 11.3 The student will read and analyze relationships among American literature, history, and culture.

e) Describe the major themes in American literature.

Builds On: The study of major themes begins with the seventh grade SOL for Reading/Literature and Research.

- A** 24 Which of the following thematic topics in American literature is addressed in this selection?
- F Disillusionment with life
 - G The American Dream
 - H The power of nature
 - J Loss of innocence

Instruction: Provide opportunities for students to identify and discuss themes of the assigned literature and to generalize similarities among the authors in a genre or period.

B. Standard of Learning: 11.3 The student will read and analyze relationships among American literature, history, and culture.

f) Describe how use of context and language structures conveys an author's point of view in contemporary and historical essays, speeches, and critical reviews.

Builds On: The study of author's style and point of view begins with the sixth grade SOL for Reading/Literature and Research.

- B** 25 Emerson's philosophy is reflected *most* obviously in which of the following?
- A His account of his experience in nature
 - B His descriptions of the setting
 - C His diction and syntax
 - D His attitude toward the family

Instruction: Provide students with many opportunities to notice, label, and mimic author's styles.

Certain passages and test items have been removed from this form due to copyright limitations.

Correct Answers

*End
of
Course*

ENGLISH: *Reading/Literature and Research Test*

1. A 2. J 3. D 4. G 5. A 6. H 7. C 8. G 9. B 10. J
11. C 12. F 13. C 14. F 15. C 16. J 17. B 18. J 19. B
20. F 21. D 22. F 23. B 24. H 25. A 26. G 27. D 28. H
29. C 30. F 31. A 32. J 33. B 34. J

